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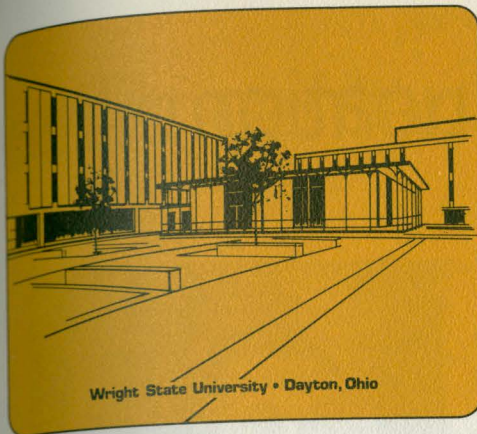
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# NOTES EVENTS WRIGHT STATE UNIVERSITY



January 1972

Volume 2 Number 9

## *Rehabilitation of deaf courses added at WSU*

Wright State University will become the only University in the country that offers undergraduate courses in rehabilitation of the deaf.

The first of two courses has been scheduled for winter quarter as part of the undergraduate rehabilitation education curriculum, according to Director Perry Hall.

It is designed to enable future professionals to gain insight into the personality, subculture and adjustment of the deaf. According to Hall, a critical shortage of persons trained in this field is preventing the helping services from dealing with problems resulting from deafness.

The course will also provide some instruction in manual communication. Instructor will be Ed Pine, curriculum specialist for the Dayton Board of Education who is working with the city's Vocational Education of the Physically Handicapped project.

Wright State's two-year-old rehabilitation program prepares students for professional positions in areas related to the disabled. This will be the first sequence focusing on a specific disability, since the remaining courses deal with more general problems.

## *Educational Television out of picture for Wright State*

"Educational television, in the form desired by most people, is a dead issue in Dayton for the foreseeable future. Despite our willingness to do so, Wright State University is unable to improve the situation."

This was the reaction of WSU President Brage Golding to the latest development in the efforts to secure public television service for the Dayton area: denial of operating funds by the General Assembly for university ETV stations.

"Dayton will still get an ETV signal on Channel 16," Golding said, "perhaps some time in January. Channel 16 will rebroadcast programs from Miami University in Oxford but there will be no locally originated programming. Since the transmitter will be operated by remote control I see no need for the Miami-Central State-

Wright State consortium which had been planned to operate the station.

"The license for Channel 16 is being held by the Ohio ETV Network Commission in Columbus. I will strongly urge that it be retained by that office until money is made available to equip the television studios being built on Wright State's campus. At that time the license should be transferred to Dayton."

President Golding added "I greatly regret the legislature's action in withdrawing without notice the relatively small amount of money which had been previously allocated for television programming. Many people spent much time during the past two years making careful plans to bring locally oriented public television to the Dayton area.

"The loss will be the public's loss."

## *Piqua committee seeks branch site*

A six-member committee to seek a site for a branch campus of Wright State University in the Miami-Darke-Shelby county area has been announced by University President Brage Golding.

The committee, chaired by Thomas E. Shipley, Jr., of Sidney, is to make a recommendation of a site to the WSU Board of Trustees which will make the final decision.

Golding said the committee was informally constituted in November but

(see Piqua page 3)

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# Private education alive

Private education dying?

Not so, says Donald Richards, WSU assistant professor of education.

Richards believes that the private school today offers an alternative to public education, sought more than ever before by parents of children in public schools.

"Public schools bind persons to the 'average,'" Richards believes, "the average curriculum, the average attendance procedures, the average discipline. But many parents see their children as not average, and public schools are currently not meeting the needs of above average children."

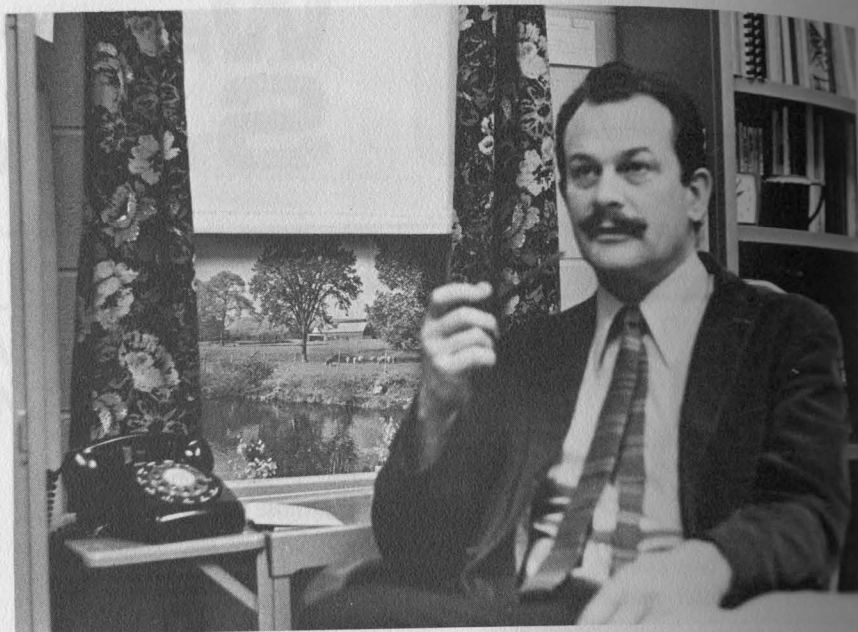
Richards has been involved in Dayton's new Center City School since its inception last spring. He was initially called in as an educational consultant when the school was in its planning stages, and now serves as a member of the board of directors.

The Center City School was actually born about four years ago, Richards reports, when Christ Episcopal Church on First Street was presented with a gift of a large hotel. The

*We feel we are actively involved in renewing the downtown area. The social trend in the past has been away from the inner city.*

church vestry sold the hotel and used the money to completely renovate the church, which included a large, air-conditioned, educational wing.

The wing has been used for various purposes over the last few years, and it wasn't until last April that certain members of the congregation decided if they were serious about their dream of a school, they needed further



*"Public Schools bind persons to the 'average'."*

knowledge. That was when Dr. Richards was called in.

"All they knew was that they wanted a school," Richards said. "And they had a dozen different reasons for why they needed one: some wanted the public schools to be more liberal; others wanted them more conservative; some wanted more of a college prep curriculum; others wanted more integration."

From this core of committed people grew the committee which actually planned the school. They met weekly throughout the spring and summer and handled everything from purchasing pencil sharpeners to hiring a headmaster. The headmaster, Lois Hyman, is a former education instructor at Wright State.

"If we had any idea of the amount of work involved in starting a school, we might never have begun," Richards says. "In a period of about four months, we acquired all the equipment that people usually inherit when they enter a school system. We organized a PTO, bought texts, wrote enrollment

forms, established policies, set up a governing body, hired personnel and bought insurance as well as a multitude of other activities."

While the initial committee consisted of persons associated with Christ Episcopal Church, even this was altered. The original committee agreed to phase themselves out in favor of a well-integrated, representative board. The new board consists of Episcopalians, Jews, Greek Orthodox, blacks, whites, rich, poor, suburbanites and city people. Richards says the one guiding philosophy of the group is integration.

Center City School consists of three teachers, one headmaster, a secretary and 36 students in grades K through four. The school is financed through grants, contributions and tuition.

Because it is hard to establish an integrated school with a tuition fee, scholarships are granted through donations which allow some parents to send their children at reduced costs.

"No student is on a total scholarship," says Richards. "About half are

# at well in center of Dayton

on about 50 percent scholarship." The scholarship committee researches the parents' ability to pay and both parents and students are interviewed by the headmaster.

There is no criterion for admission other than interest, Richards reports.

"We feel we are actively involved in renewing the downtown area," he says. "The social trend in the past has been away from the inner city, and the schools are traditionally the first to move out. We want to stop the cities from being an area of decay and to establish the kind of renewing activities that bring people back to the city. We're not the only ones who are interested in this. The industrial and commercial communities are also interested in keeping the downtown viable."

The Center City School uses the resources of the city in its teaching program. All students just completed the first core of the curricula, which involved a study of the city. They attended city commission meetings, visited the municipal court, library, fire and police departments, met the mayor, toured service areas of the city and had the opportunity to attend city functions.

Although the school is set up in the traditional graded system, Richards feels there is an opportunity for freedom. "We allow exchange between teachers and students and emphasize self-discipline." Discipline problems are absent. "With 36 students, you simply don't have those kind of problems."

Richards feels the school will continue to grow and will probably reach the limit for its facilities in three or four years with 120 to 150 students.

What next? He dreams enthusiastically of a cooperation among all the churches in the downtown area. "There are large Baptist, Lutheran, Catholic and Presbyterian churches with educational facilities not being used. I don't see why they can't all be united into a Center City School Cor-

poration in years to come."

Richards reports that the Center City School drew heavily from the Dayton View area in its first year.

"We find that many people don't want to send their children to the schools in that area because of alleged discipline problems. This offers them an alternative to selling their house and moving to the suburbs. It may be an alternative to middle-class black families who want to put their children into a good school where they'll

receive enrichment."

Richards speaks realistically of the school's future.

"Everybody likes to start schools, but few people realize private schools have to be profit-making organizations. Every single decision has to be looked at in terms of dollars and cents. Whether we continue to grow depends on the economy and many other undetermined factors, including the status of our grants for next year."

*(Piqua from page 1)*

announcement was withheld until the University had received sufficient indications that a branch campus would be supported by the three-county community.

Such endorsements, he said, have been received by the University from major community groups.

The president said there has been no official report from the committee which has at least five sites under consideration. There is no deadline for making an announcement, he added, and the decision would be based on evaluation of all sites with respect to size, location, accessibility to transportation and utilities, and legal details such as title and availability date.

Wright State University has no plans for phasing out facilities for higher education in the Piqua area until the Ohio Board of Regents establishes a permanent facility in that area, and until the new facility actually begins operations.

WSU now operates an academic center in Piqua.

University officials foresee no period in which higher education will not be available to the citizens of Darke, Shelby and Miami counties. The announcement came in response to student and citizen concern that classes might not be continuously available in the three-county area in the future.

The Wright State University Board of Trustees last month gave University President Brage Golding approval to enter negotiations for land suitable for a branch campus in that area if there is "overwhelming support" shown for such an institution.

Golding said it appears likely that Wright State will be asked to establish a branch there following the defeat last month of a community college levy.

A meeting was held in Piqua recently in which Dr. Golding and other representatives of Wright State discussed branch campus planning with community leaders from the three counties.

## Book donation expands religion area

A collection of books and magazines was presented to the University Library by members of the local Church of Jesus Christ of the Latter-day Saints (Mormon) last month.

The magazines and books will be added to the facilities of the religious center of the Library.



# First two-embryo rat emer

*The resulting animal is actually a combination of two embryos, and has a total of two genetic mothers and two genetic fathers.*

What is believed to be the world's first rat chimera, or mult-rat, has been successfully produced by a graduate assistant at Wright State University.

A chimera is an animal produced by joining two embryos at the eight-cell stage to form one larger embryo, and implanting it into a foster mother until it is born.

The resulting animal is actually a combination of two embryos, and has a total of two genetic mothers and two genetic fathers. Mouse chimeras have been produced already, but rat embryos have been difficult to successfully join.

Graduate Assistant Jacob Mayer and his faculty adviser, Dr. Ira Fritz, say that the hooded rat born in October at WSU is the first rat chimera anywhere.

The black and white hooded rat was born with a litter of 12 white foster brothers and sisters.

The process whereby the chimera was created is actually more complex than it sounds. Mayer had been experimenting with mouse embryos, unsuccessfully, for some time and had recently switched to the larger rat embryos.

He removes the fertilized eggs from the mother rats when they are still invisible to the naked eye, removes an outer membrane from around the two clusters of cells with an enzyme, and places the two embryos next to each other in a dish to grow overnight.

The ones that have successfully intermingled and grown to the blastula or hollow ball stage are then placed into a pregnant foster mother.

The foster mother is chosen to be visibly different from the chimera so that it can be distinguished from her natural babies in the litter.

The cells of the embryo at the eight-cell stage are still unspecialized, and mix together randomly. Mayer compares the mixing of traits to a bag of black marbles mixed with a bag of white marbles, where a couple of the marbles might go together to form eye



# WSU biology research

*In addition to not being scientifically ready to grow humans in this way, they cite numerous moral and legal questions...*

color. They could by chance be all black or all white marbles for eyes, but would likely be a combination of both.

Does a procedure such as this result in a high rate of abnormalities?

According to Mayer, no. "At this early stage cells have not yet become specialized. If we remove one of the cells of an embryo when it is at the two-cell stage, it will still grow normally."

And so cells that are damaged or lost during the joining process will not cause the rat to be deformed. And the doubling of the number of cells, from eight to sixteen, likewise do not hurt the embryo.

Neither Mayer nor Fritz see any immediate non-research application of the present study. In addition to not being scientifically ready to grow humans in this way, they cite numerous moral and legal questions connected with this procedure: Who would be responsible for the resulting child? What if he were deformed? What moral factors are involved?

The purpose of the study at this stage is to find out how animals develop through observing visible traits that are different in chimeras. In black and white mouse Chimeras, for example, scientists find 17 bands of color on each side. This indicates that at



some time in development, 34 cells control the coat, duplicating themselves to fill one area each.

Thus, patterns of development may be observed. It may also give some indication about how sex is determined. When fusing the two embryos, it is too early to determine which sex they are. So, by chance, half the time it may be expected to involve a fusion between a male and female embryo. This might be expected to develop into a hermaphrodite (animal with both male and female sex characteristics). But, the rate of hermaphrodites is not more than is expected for regular rats.

This indicates that one system dies out, and sex is determined by the other embryo's system.

Chimera is a word from Greek mythology, originally applied to an animal with the head of a lion, the body of a goat and the tail of a dragon. It's been expanded since then to mean a creature with parts foreign to that species.

Mayer is continuing research with chimeras, and plans to seek a doctorate in embryology.

## Strike averted

A strike by members of Sub-Local 138, American Federation of State, County and Municipal Employees was averted last month as agreement on a critical issue was reached between WSU and AFSCME officials.

Issues in question were whether the University would retain the right to contract work if such action was deemed in the best interest of the University, with the stipulation that no present employees would lose jobs or have hours or pay cut.

The University has been looking into contracting out maintenance work for three buildings now under construction rather than hiring new employees.

An agreement was reached whereby the University may contract the work for one year and then review the contracting arrangement with the AFSCME.

University officials had promised that regular University operations would continue in the event of a strike.





Solisti di Zagreb

## Good Grief! Charlie Brown and friends at WSU

*You're a Good Man, Charlie Brown* opens February 4 at the New Liberty Hall Theatre.

Staged by the Wright State University Department of Speech and Theatre, *Charlie Brown* joins all his comic strip friends for this musical.

Hear Linus sing his paean to "My Blanket and Me," Snoopy his defiance to "The Red Baron," Lucy making a sassy mock of Schroeder's music-making, and psychoanalyzing the downtrodden Charlie Brown. Hear Charlie's "Book Report" on "Peter Rabbit," Snoopy's boundless joy at "Supertime," and Charlie, the hard luck kid, singing, of all things, a song called "Happiness."

Good Grief!

The production will begin at 8:30

p.m. February 4, 5, 6, 10, 11 and 12. Tickets are available by calling 426-6650, ext. 283. Price is \$2 for non-students.

Dr. Allan Spetter, associate professor of history at Wright State University, has been appointed assistant dean in the College of Liberal Arts.

Dr. Spetter, who has been at Wright State since 1967, holds B.A., M.A., and Ph.D. degrees in history from Rutgers University, New Jersey. Prior to coming to WSU, he was a reporter with the Newark, N.J., *Star Ledger*.

## Free musical performances set this month

The Wright State University Artists and Lecture Series will be presenting two free, public musical performances during February.

The members of I Solisti di Zagreb, Yugoslavian string chamber orchestra, will appear in concert at 8 p.m. February 11 in Oelman Auditorium. Since the orchestra does not feel that chamber music must be confined to compositions of centuries past, a typical program is as likely to include a work of today's Paul Hindemith as yesterday's Rossini, Mozart and Bach.

Shulamit Ran, 22-year-old Israeli pianist-composer, will perform at 8 p.m. Saturday, February 26 in Oelman Auditorium.

Miss Ran has been widely acclaimed for her recitals, and holds a number of musical honors.

## Raiders' basketball

The Wright State University basketball season has begun again, and several home games remain to be played in the Stebbins High School gymnasium.

Games scheduled for this month include:

- Jan. 10, Wilberforce University, Here 8 p.m.
  - Jan. 15, Cedarville College, Here, 1 p.m.
  - Jan. 22, Rio Grande College, Here, 1 p.m.
  - Jan. 24, Cumberland College, Here, 1 p.m.
  - Jan. 28, Northwood of Indiana, Here 8 p.m.
  - Feb. 2, Wilberforce University, There 8 p.m.
  - Feb. 5, Ohio Northern University There, 8 p.m.
  - Feb. 8, Cumberland College, There, 1 p.m.
  - Feb. 12, Cleveland State University There, 8 p.m.
- Admission is \$1.50 at the door.

# Spanking -- no hit with Hank Andrews

"The parent has to consider the fact that he's modeling aggressive behavior, and in a lot of cases the child will imitate the parent's behavior in a later situation."

Spanking, that old parental standby, has little permanent effect on behavior.

That's only one of the reasons physical punishment is an ineffective method for controlling behavior, according to Hank Andrews and a growing number of other psychologists. Dr. Andrews is a behaviorist and a member of the faculty of Wright State University's College of Education.

A behaviorist focuses on the problem behavior itself, rather than trying to search for a deeper meaning. For example, a behaviorist would consider compulsive handwashing as a learned behavior. He would not regard it as a "symptom" of an underlying problem.

Andrews takes a dim view of using physical punishment for a few reasons. He says it can be ineffective and a bad example.

"If the child is deprived of attention, except when he does something unacceptable to his parents, he will continue the unacceptable behavior to get the only attention he can," Andrews says.

"Punishment almost always comes too long after the behavior. To be effective, it must be immediate.

"Also, the parent has to consider the fact that he is modeling aggressive behavior, and in a lot of cases the child will imitate the parent's behavior in a later situation." What does he suggest instead?

The first step, according to Andrews, is to find out how the person gets "paid off" for unacceptable behavior. He is being reinforced somehow, or the behavior would not continue. Then try to eliminate the reward for the undesirable behavior and reward the behaviors that are wanted.

For instance, if a small child continually fights with his brother, the parents might see if they are "rewarding" them with attention by breaking up the fight. Instead, come over to them when they are cooperating with one another; ignore their fights, unless one might be injured.

"One of our graduate students had a two- and a four-year-old who continually fought. After analyzing the situation, she thought that her attention was keeping the behavior going, so she withheld attention when they fought and gave them attention when they played constructively. Within two weeks the frequency of fighting had dropped from 11 fights to one or two a day."

Another problem is with tantrums. A child wants to stay up and begins screaming and kicking when told to go to bed. So his parents let him stay up.

"They've told him, in effect, that if he wants a payoff, throw a tantrum. To change this pattern, walk away when he begins screaming. When he gets exhausted, he'll stop. Then approach him, when he's behaving appropriately."

Andrews sees the behavioral approach as much simpler than other types of therapy. Instead of looking for historic or unconscious causes, as in traditional therapy, a behaviorist only looks at observable behavior.

With a child, the therapist can get a good idea of the reinforcers maintaining behavior by visiting him at home or observing him in a clinic and watching his interactions with others. Then, the parents are trained to retrain the child.

With an adult, the therapist has to rely much more on what the patient says happens outside of therapy. The

client must be largely responsible for making the changes in his environment if he is an adult.

To do this, he might rehearse a scene with the therapist. If he has trouble interacting with others, for instance, he might first role-play an interaction with another person in therapy. Later, he tries out a new way of interacting in his live environment.

Andrews describes behavioral therapists as employing a more scientific approach than most traditional therapists. Behaviorism dates back to about the turn of the century, and has its roots in experimental psychology. A controversial theory, it is rejected by many psychologists and psychiatrists trained to look for "underlying causes" of overt behavior.

But Andrews sees many people using behavioral principles without being aware of it. They simply reward behaviors they like and do not reward those they dislike.

## *Kettering--WSU affiliation changed*

The agreement in principal for the proposed affiliation of the Charles F. Kettering Research Laboratory and Wright State University has been modified.

Officials of the Kettering Foundation and Wright State announced that the foundation will now retain the laboratory at its present location in Yellow Springs, but will strengthen the close association between the University and the Laboratory.

Under the agreement, scientists on the staff of the Laboratory may teach and direct research as adjunct faculty of Wright State. University professors, graduate students and undergraduates will be able to use facilities of the Laboratory with staff scientists in areas of joint interest.





Reese, center, commended by university President Brage Golding, right, and Safety Director Richard Grewe.

## Award for Valor

Wright State University Patrolman Calvin Reese was presented with the University's first Award for Valor last month for risking his life to try to save the victim of an automobile accident in November.

The bronze plaque, presented by University President Brage Golding, was accompanied by commendations from the faculty, the student body and the Board of Trustees.

Reese, 30, pulled a man from a burning car on Colonel Glenn Highway despite intense heat, flames, and two explosions the night of November 9.

## 'Physics for Poets' series offered at WSU

One day last fall, a group of students were dropping wood, styrofoam and tennis balls off the roof of Fawcett Hall to be clocked by others below as they hit the ground when University President Brage Golding happened by.

Sizing up the situation and apparently feeling he should contribute something, he called up to the roof "What are you going to do if they fall up instead of down?"

"Publish," came drifting down.

Publish they did not, but Dr. David Wood's Physics 121 students last quarter were the first to take a new physics sequence with less math and more observation of concepts and principles at work.

The sequence is new in two ways. It is especially designed for liberal arts and other non-scientific majors; and it is the first beginning science sequence at Wright State where students can get credit for a single course, whether they finish the three-quarter sequence or not. And the courses need not be taken in order. Three quarters of a science is required for WSU graduation.

The first course, "applies to space-ships" (Newton to present day), emphasized concepts, ideas and philosophy and de-emphasized mathematical tools. "We could eliminate mathematics entirely, but that would misrepresent physics," Dr. Wood says. "But we try not to make it a grind."

The class also has a more limited scope than the other sequences, concentrating on the people and philosophies involved. "If a person is not a musician," Dr. Wood continues, "you don't emphasize all the techniques of playing instruments in a music class. He can get a lot out of a music appreciation class. We're trying to present physics in a similar way — as an art form."

The class' 20 students had lectures and lab, with less emphasis on getting  
(see Physics next col.)

# Students creating conception of compact car for credit, car competition

Wright State University students are getting ready to convert a compact car into their conception of a practical, low pollution urban vehicle to enter in the national Urban Vehicle Design Competition.

It will be a relatively inexpensive car with propane-burning engine and numerous safety features. And it has been designed with consumer preferences in mind.

The vehicle, researched and designed during summer and fall quarters as part of a special engineering course, will be a converted Ford Pinto. The car was donated by Pyrofax Corp., and is now being driven by one of the students to determine initial performance.

The 19-student class is also looking for donations of equipment such as exhaust analyzer, special pistons, hand tools and some machinist work. They each contributed to a fund to help finance the conversion.

When the class locates a building in which to work, they will convert the car to burn propane, a natural gas which has been demonstrated to burn cleaner than gasoline.

Since the car is designed for urban driving, the class used small size, economy, safety and ease of handling as criteria.

*(Physics from page 8)*

specified results and more on observing processes than in the conventional physics lab. A sample of a few students in the lab showed that many took the course to satisfy general education requirements and many had a particular interest in physics but lacked the math interest or background to tackle another physics series. All appreciated the "de-mathematization."

The other two courses in the sequence are Physics 122, Nuclear Atom; and 123, Physics of Earth and Sky. The last one will include a physics approach to geology and astronomy.

Safety features the class will add include lap and shoulder safety belts that automatically fasten as the door is closed. The shoulder belt is permanently attached to the ceiling and door, and the lap belt is permanently attached to the floor and door.

To move the belts aside for getting in and out, the doors will open out about 11 inches, and then up. This will also be useful in cramped parking spaces, and will keep car doors from bumping into other vehicles when opened.

Another safety feature will be an anti-skid brake system, which prevents skids by detecting car speed and rate of wheel turning, and regulating brake fluid pressure accordingly.

To provide less pollution, the engine's fuel induction will be modified to use propane. The class intends to make its own parts for the conversion since those now available were not designed specifically to convert cars to propane.

Mileage per gallon should be about the same as a Pinto would ordinarily get, but the car would be cheaper to run because propane is currently cheaper than gasoline. "If all cars were suddenly converted to propane, there would not be enough," according to Dr. Richard R. Scott, faculty advisor to the project. "The change would have to be gradual."

The class deliberately designed the vehicle to be similar to cars consumers are used to. "There will be many odd designs in the competition," Scott predicts. "But the public wouldn't accept anything too freaky." So they've designed a vehicle they believe to be marketable.

In line with this, they chose a four-passenger model rather than the two-passenger minimum that the competition rules stipulated. And while it is to be an urban vehicle, they designed it to drive at freeway speeds too.

And they kept an eye on cost. Using mass production, Scott believes the vehicle would be inexpensive.

## WSU library benefitting from liaison

Cooperation and automation are the future keys to Ohio's college and university libraries, according to Ronald Frommeyer, associate director of the Wright State University Library Resources Center.

According to Frommeyer, in the next few years libraries around the state will revolutionize their acquisitions, cataloging and circulation procedures with the help of a central computer in Columbus.

This new concept in library operation began four years ago when 55 colleges and universities in Ohio, including Wright State, organized the Ohio College Library Center. The center was started to make resources of each Ohio academic library readily available to all others and is now beginning to do just that.

The advances made possible by the OCLC computer facility are immediately being felt in WSU's library cataloging department.

"Library procedures have traditionally been manual," Frommeyer explains. "Cataloging a new book in the library often resulted in a lag of several weeks."

However, since a Cathode Ray Tube Terminal was installed in September, things are different. The terminal connects WSU's library to the computer in Columbus. The whole process has now become faster and cheaper.

Users of any member library in Ohio will benefit from a centralized union catalog of all academic holdings in the state.



# Charles King sees behavior, attitudes change in encounter groups

When he told me that I walked in like Miss America, I realized that an interview with Charles King wasn't your average interview.

And it wasn't. For one thing, we spent a good deal of the five-hour interview talking about me and my attitudes. We can't do an interview about racial attitudes unless we know where we stand, he pointed out. He might be wasting his time. I knew where he stood, and he should know where I was.

And so we met one another. One thing that's different about talking to Charles King, I learned, is that he doesn't mind challenging your statements. He prefers honesty to the all-too-usual ways we have of trying not to communicate with our fellow man.

As I left, I remember thinking that there is much to be said for his way of clearing up doubt before starting to describe what he does and why. I learned as I did this interview, and possibly it will provoke thought in the reader, too.

L.B.

The Rev. Charles H. King Jr., President of Urban Crisis, Inc., was awarded a grant by the Wright State University Foundation to direct encounter sessions for members of Model Cities Planning Council.

Mr. King has handled encounter sessions for numerous community leaders in the Dayton area in the past, including the Dayton public schools. Counseling personnel at Wright State have recently participated in a weekend retreat given by him.

## What is the purpose of your encounter groups?

Most of my encounters are with whites, to try to get them to change their attitudes and behavior.

In the black-black encounter groups (as in the Model Cities program), for the first time I tried to make blacks aware of white racism and of their own attitudes toward their own identity.

Then, we try to get them to achieve the main purpose of their program without being hung up on any personal objectives. Encounter was designed to take the planning council on a retreat to force them to come to grips with the overall focus of the program in relation to their own personal hangups.

We spent eight hours in black-black encounter when we tried to identify problems, sensitized to each other, and to work out possible solutions.

The Model Cities program is very important because it is the only one that has financial backing and that involves residents of the area determining their own future. The West Dayton program is considered the best in the nation. As such it will be carefully looked on as a guide for other programs.

## Why did you choose a long weekend encounter rather than shorter meetings?

Encounter is a program where a person must deal with himself and others honestly. If there's a break, people refortify themselves, develop defense mechanisms, think of things to say and waste a lot of time. My program does not give them a chance to escape and think.

## Can a weekend retreat have a permanent effect on people?

Sure. Most people relate to each other on a superficial level. They're not honest. In the black-white question, this is the problem. People smile and pretend everything's okay, when underneath they're racists. They'll verbalize liberality. My whole program is to say "stop that." The black people's problems won't be solved until whites stop pretending that everything's okay. I bring them together and say

"why are you this way?" Once this happens, people build a new relationship to each other.

## Why does encounter work?

People for the first time are honest with their feelings about the problems of black people. It works because the black man's problem is so conclusively a white problem that by discussing the black's problem in depth you can identify the cause. It works because people, once they confront the facts, would feel uncivilized if they rejected them. As a theologian, I believe it appeals to the best that man has in him: his own conscience. This program makes him aware of how far away he is from being a real person. It works. Then the purpose is to make whites aware of their racism, and therefore free them to use their conscience?

Well, there are two things going on in white people. One is that most are unconsciously racist. People just don't go around saying "I'm a bigot." Most whites are victims of a systemized order of thinking that makes them completely oblivious to what those thoughts have on the welfare of blacks. I try to make them aware that these patterns are really a vicious cycle that actually destroys blacks, physically and psychologically.

## What are some patterns that you see?

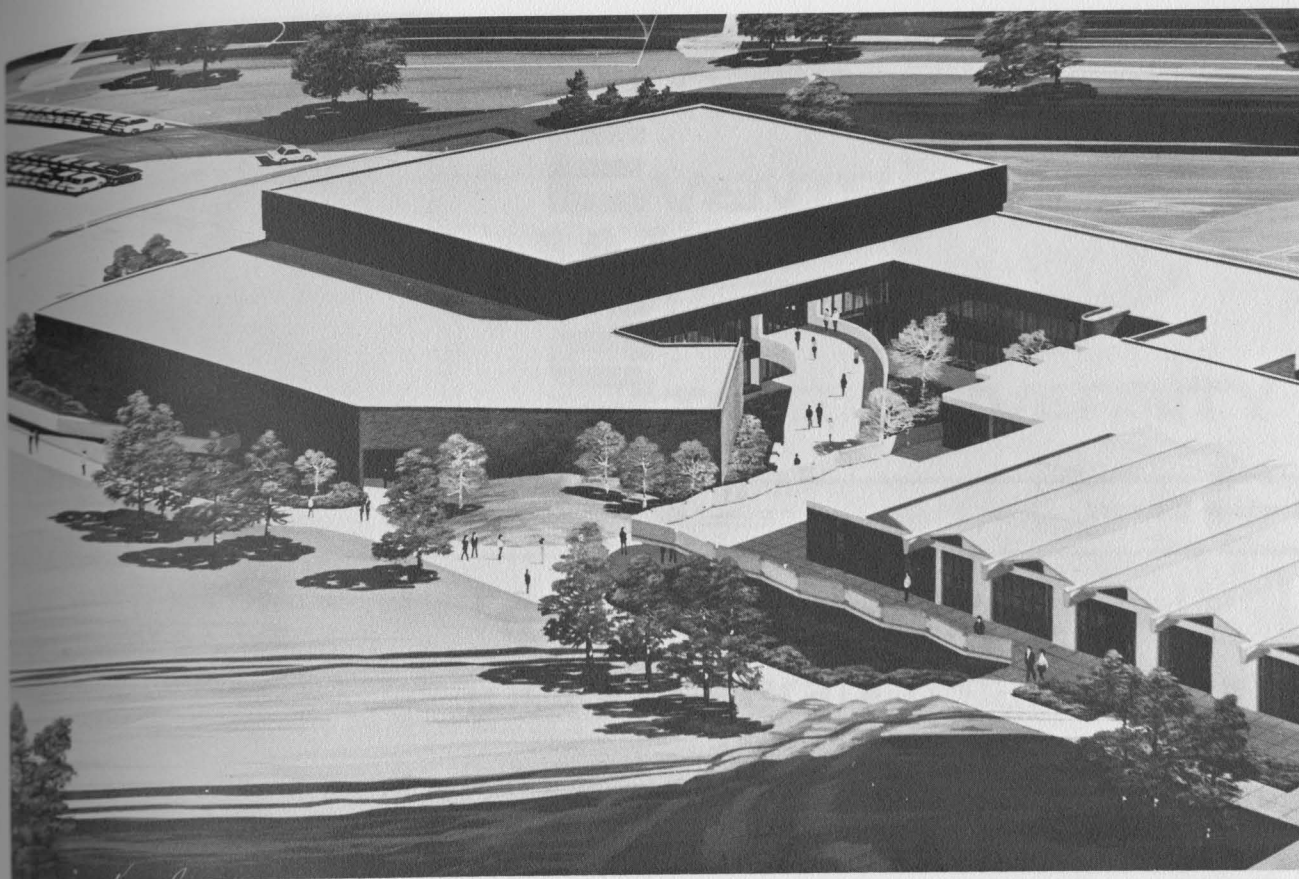
One is to be completely oblivious. Another is becoming defensive and trying to blame blacks as well. Another is to say that you see no difference between black and white.

If whites don't see my color, and become aware that I am black, they won't be aware of what is happening to me as a black man.

## How do you deal with this in encounter?

I say "what color am I?" They say "I see no color." I say "You're blind then." This means "I will accept you as not having any color" without being aware that 190 million whites treat me the way they do because of my color. It's a ludicrous escape mechanism used by whites.

(see King, bottom next col.)



Wright State University's new physical education building is now under construction. When completed, it will provide three basketball courts, handball and squash courts, wrestling room, dance studio, exercise rooms, an olympic size indoor swimming pool, offices and similar facilities. An auditorium will seat up to 5,000 for public events such as commencement. Outside will be four combination softball-football fields, a hardball diamond and tennis courts. The general contract for the \$5 million building is to B.G. Danis.

White teachers who say they teach all children alike automatically discriminate against black children by assuming that both come from the same background. Well, the black child lives in the ghetto, and most are poor. How dare they say that they teach a black child the same as a white child in the suburbs. The black child needs more concern, more understanding. Who is encounter for?

Those in policy-making positions mainly, who can implement change tonight if they want to. We want people to stick with this thing for eight hours so they can really see their attitudes and behavior patterns. I don't care if they don't change their attitudes if they change their behavior. Do you believe that attitudes will follow along with their actions?

Precisely. You used to concentrate on student groups. Are they easier to work with? It's not a matter of who's easier to work with. It's a matter of who can do

the most good the fastest, and that's the guy who's in the policy-making position. I want to convince him that not only is he wrong, but if he persists in that pattern, he'll bring problems on himself. The thing about racism is that it can be changed with no adverse affect on the white person. If he's in a powerful position, he must see this. Student groups get excited and can't do much about it. They're powerless too.

**What questions do you ask to analyze feelings of those in the group?**

I ask if they are for integration. They say yes. Then I ask if they believe in bussing. They say no. They give you a whole list of reasons against bussing. They don't recognize that you can't have school integration the way schools are now without bussing. They won't say "I don't believe in integration," which is what they really mean. They talk about time and money instead of integration. The Kerner Commission said that in 10 years unless

blacks and whites learn to live together, there will be two societies, one white, one black. If they can analyze that as a fact then how dare they talk about the cost of bussing contrasted to the social development that is going on.

So you see that one defense against facing your attitudes is assigning good reasons for racist motives. They give logical reasons why not: why get up early, it costs a lot. All true. But it is also true that if blacks and whites don't go to school together they'll be looking at each other over the barrel of a gun.

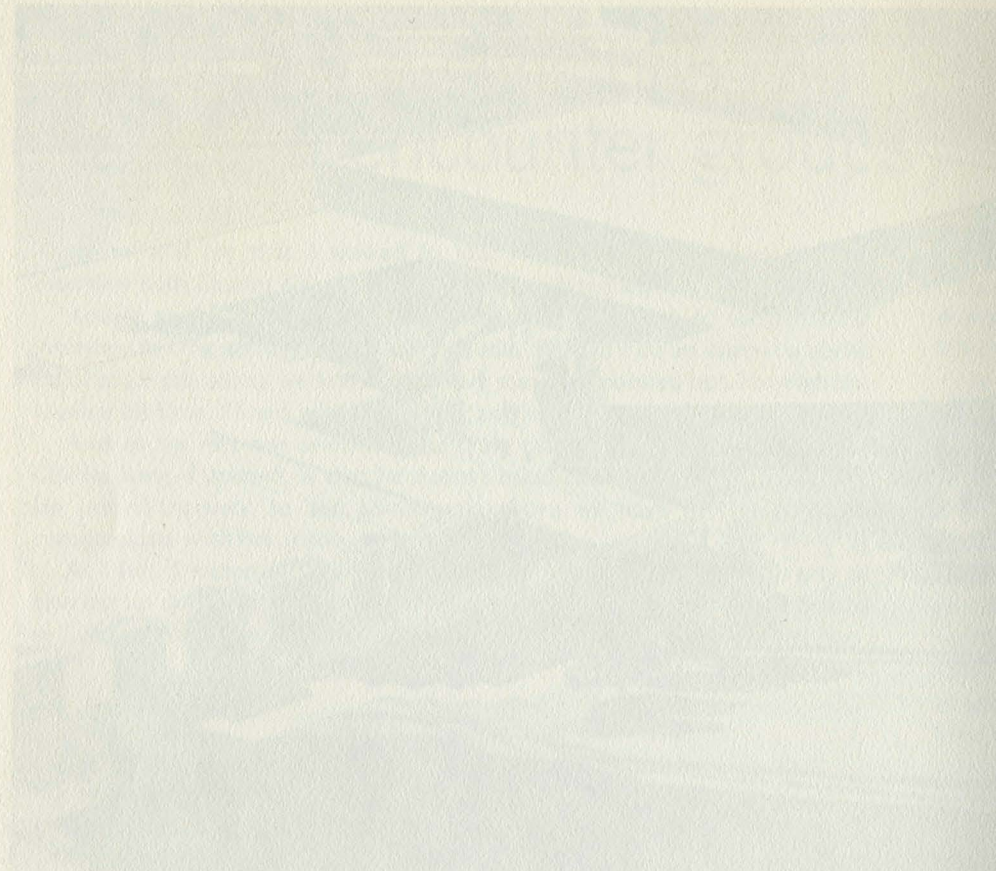
**You must think that people's attitudes change or you wouldn't keep trying.**

They sure can. Some people come to grips with how they feel in one hour, and if they are men and women they can change the attitudes of a whole lifetime in one hour. If you can strike that spark where the person is, they'll come through.



# NOTES EVENTS WRIGHT

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EDITORIAL STAFF

Linda Brownstein  
Carol Clark  
Alan Herbert  
Director of Communications

Wright State University Dayton, Ohio 45431  
(513) 426-6650

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